R E P O R T R E S U M E S

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TRAINING OF ADULT EDUCATION PERSONNEL, NUMBER 1--CURRENT INFORMATION SOURCES.

SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT

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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *ADULT EDUCATORS, *PROFESSIONAL TRAINING, *TEACHER CHARACTERISTICS, ADULT BASIC EDUCATION, RURAL EXTENSION, COMMUNITY DEVELOPMENT, EXTENSION AGENTS, ROLE PERCEPTION, UNIVERSITY EXTENSION, TEACHER EVALUATION, VOCATIONAL EDUCATION, LITERACY EDUCATION, HOME ECONOMICS, ART EDUCATION, YOUTH LEADERS, TESTING, PROGRAM ADMINISTRATION, INSTRUCTIONAL MATERIALS, FOREIGN COUNTRIES, DISADVANTAGED GROUPS, RESEARCH,

THIS ANNOTATED BIBLIOGRAPHY CONTAINS 44 INDEXED ENTRIES, ALMOST ALL WITH ABSTRACTS, ON TRAINING METHODS, EDUCATIONAL BACKGROUND, ATTITUDES, LEADERSHIP QUALITIES AND FUNCTIONS, ROLE PERCEPTION, JOB SATISFACTION, PERSONNEL POLICY, AND ORGANIZATIONAL CLIMATE AS RELATED TO THE TRAINING OF ADULT EDUCATION PERSONNEL. AMONG THE FIELDS OF ENDEAVOR DEALT WITH ARE PUBLIC SCHOOL ADULT EDUCATION, LITERACY AND ADULT BASIC EDUCATION, ART EDUCATION, HOME ECONOMICS, LEADERSHIP OF 4-H AND OTHER YOUTH GROUPS, VOCATIONAL EDUCATION, URBAN EXTENSION SERVICES TO DISADVANTAGED GROUPS, GENERAL RURAL EXTENSION, AND CONFERENCE PLANNING. (LY)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

TRAINING OF ADULT EDUCATION PERSONNEL, #1

CURRENT INFORMATION SOURCES

AC 001 657

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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December 1967

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AC 000 649JE THE DOCTORATE IN ADULT EDUCATION, 1935-1965 (IN Adult education, 16(3)/131-168, Spr 66). Houle, Cyril O. * Buskey, John H. 66 DOCUMENT NOT AVAILABLE FROM EDRS. 38p.

TERMS: *doctoral degrees, *adult educators, *professional education, *employment experience, statistical data, institutions, age,

ABSTRACT: Completed questionnaires submitted by 480 holders of American adult education doctorates were analyzed, primarily by kinds of work performed and types of employing institutions. Total doctorates awarded by 30 institutions during 1935-65 were indicated, together with totals for specific years. Data were obtained on (1) age distribution of recipients, by 5-year periods, 1946-65, (2) average age at award, by 5-year periods, 1935-65, and (3) ages at which respondents received their doctorates. Respondents were living in 46 states and territories and in 21 foreign countries, notably Canada, India, and Australia. The Ph.D. was held by 294 and the Ed.D. by 186. Less than half were members of the Adult Education Association. The average age at award has risen from 38.6 to over 41 years. The kinds of work performed by holders of the doctorate from the 5 main awarding universities (administration, teaching, research, etc.) and the organizations that employ them (universities, voluntary agencies, government, industry, etc.) are tabulated. A directory of degree holders is included. (This article appeared in Adult education, quarterly journal of the Adult Education Association of the U.S.A., 1225 19th St., Washington, D.C., 20036) (ly)

SECONDARY TERMS: individual characteristics, financial support, occupational surveys, surveys, directories, professional associations, tables (data), industry, voluntary agencies, universities, government (administrative body), Michigan State Univ., Univ. of Wisconsin, Columbia Univ., Univ. of Chicago, Cornell Univ.,

AC 001 240 E A REPORT ON THE PROGRAMS OF GRADUATE EDUCATION, RESEARCH, AND EVALUATION IN THE FIELD OF ADULT EDUCATION AT THE UNIVERSITY OF NEBRASKA, 1960-1967. Worcester, D. A. W. K. Kellogg Foundation, sponsor. 67 EDRS PRICE MF-$0.09 HC-$1.44 36p.

TERMS: *adult educators, *graduate study, *program administration, *evaluation, *professional education, educational research,

ABSTRACT: In 1960, the University of Nebraska set up an interdisciplinary graduate program for adult educators and a program for evaluating the new Center for Continuing Education and for coordinating research relative to the Great Plains region. The project was funded by the Kellogg Foundation. Directed by Dr. Alan Knox, with the cooperation of the Departments of Sociology, Educational Administration, and Educational Psychology and Measurements, the program led to an M.A. or Ph.D. degree. New courses were created by each department and certain noncredit activities were provided, such as staff seminars, abstracts of research, and conferences. Internships at the Center carrying a stipend up to $4,200 were provided and other financial aid was available. The program was considered effective, in general, but a need was felt for a permanent, autonomous department, with a larger staff, a more flexible program with direct orientation toward adult education, a clarification of the internship program, and a reconsideration of degrees offered. The Office of Adult Education Research activities were many, imaginative, and thorough, but unfortunately the OAER closed in June, 1967, with the cessation of foundation funding (The document includes lists of OAER projects completed and in progress, research grants, and publications by Center personnel) (aj)

SECONDARY TERMS: internship programs, financial aid, interdisciplinary approach,

(over)

AC 000 402 C ADULT EDUCATION BIBLIOGRAPHY. Nebraska University, Lincoln. 67 34p.

TERMS: *bibliographies, adult education, research, University of Nebraska,

ABSTRACT: This bibliography contains a selection of books and articles related to the field of adult education. Emphasis was placed on the holdings of the University of Nebraska library, courses dealing with aspects of the field of adult education, other staff development activities, along with research and evaluation activities in the office of adult education research.

AC 000 010E ED 010 681 GRADUATE RESEARCH IN ADULT EDUCATION AND CLOSELY RELATED FIELDS AT FLORIDA STATE UNIVERSITY, 1950-1966. Carpenter, William L. * Kapoor, Sudarshan. Florida State Univ., Tallahassee. JUN 66 EDRS PRICE MF-$0.18 HC-$3.44 86p.

TERMS: *annotated bibliographies, *adult learning, *adult education, educational research, abstracts, educational methods, program,

ABSTRACT: In this compilation of abstracts of 78 doctoral dissertations and master's theses prepared at Florida State University in adult education and related fields, 48 percent come from the field of education (education, home and family life, and social welfare), 6 percent from psychology and sociology, and the remainder from other departments. Research reports are described briefly as to purpose and methods, with a summary of findings. Areas covered are--agency and program analysis and evaluation, program development and planning, community development and community services, adult education practices, methods and techniques, the adult educator, clientele analysis, and adult learning. (fh)

SECONDARY TERMS: planning, program evaluation, community development, adult characteristics adult educator, Florida State Univ.,

AC 000 070 I UNIVERSITY SERVICES TO THE URBAN COMMUNITY (IN American behavioral scientist, 6(6)/21-39, Feb 1963). Bebout, John E. FEB 63 19p.
TERMS: *urban extension, *university extension, *extension agents, policy formation, financial policy, volunteer training,

ABSTRACT: This essay explores the nature of the relationship between university and community that characterizes urban extension. Distinctions and similarities between cooperative extension and the urban extension method are noted. Basic requisites of effective urban extension projects -- appropriateness, significance, and avoidance of waste and duplication -- are explained. Fundamental areas of service are outlined -- a comprehensive clearinghouse, counseling and consultation, sponsorship of policy conferences and seminars, special education in urban affairs, dissemination of general education and public information, demonstration projects, and active support of communication among groups and individuals who shape urban policy. Six closely related tasks -- adjustment of urban dwellers to changing environments, community development, neighborhood organization, area coordination, application of special-area expertise, and liaison between universities and the users of knowledge -- are delineated. Suggested training policy (notably the recruitment and training of volunteers and subprofessionals), and means of cooperation and division of labor and money, are discussed. Document includes notes for designing a master plan for urban extension in the New York Metropolitan area. (1y)
SECONDARY TERMS: community development, social planning, urban areas, interagency cooperation, educational objectives,

AC 000 801 I BACKGROUND, PROFESSIONAL EXPERIENCE, ROLE CONCEPTIONS, AND CAREER ASPIRATIONS OF CONFERENCE COORDINATORS IN W.K.KELLOGG FOUNDATION SUPPORTED CENTERS FOR CONTINUING EDUCATION (M.A. thesis). Leathers, Chester W. Chicago Univ., Chicago, Ill. AUG 64 57p.
TERMS: *conference coordinators, *role perception, *personnel data, continuing education centers, professional training, investigations,

ABSTRACT: Describes conference coordinators in W.K.Kellogg Foundation supported Centers for Continuing Education, particularly their educational background, professional experience, role conceptions and career aspirations. Questionnaires were completed by 41 coordinators at the 5 centers. The data were tabulated, then summarized by institutions, individually and collectively. The average coordinator in the centers was about 35, married, in his present position less than 3 years, earning about $8000 yearly, holding a bachelor's degree only, with previous general experience in education but neither experience nor training in adult education. Coordinators generally had numerous responsibilities -- educative as well as administrative and facilitative. Ideal role conceptions typically placed educator first, facilitator second, and administrato last. Real role conceptions typically consisted of administrator, facilitator, and then educator. Career aspirations stressed adult education, particularly continuing education. Tables are included. (1y)
SECONDARY TERMS: tables (data), career planning, adult educators, educational background, masters theses, W.K. Kellogg Foundation,

AC 000 866*I CERTAIN ASPECTS OF THE TEACHER'S ROLE IN WYOMING JUNIOR COLLEGES WITH IMPLICATIONS FOR PROGRAM PLANNING AND IMPROVEMENT (Ed.D. thesis). Christopher, Johnny L. Wyoming Univ., Laramie. MAY 66 214p.

TERMS: *program improvement, *teacher attitudes, *junior colleges, *adult vocational education, adult learning, program planning,

ABSTRACT: This study deals with a variety of factors relating to the junior college teacher's attitudes and abilities. The areas dealing most directly with adult education relate to vocational technical study and adult education itself. Of the 135 respondents, 74 percent indicated that their schools had a responsibility for vocational technical education, 10 percent felt that such programs lessened the prestige of their schools, and 4 percent said the junior college had no responsibility in the area. The majority felt their school's involvement in vocational technical education could be increased. Teaching adult classes on an overload basis with adequate remuneration was acceptable to 74 of the 135 respondents, while 26 felt adult education was one of their responsibilities but preferred not to teach adults, and 33 felt no responsibility for adult education. The general attitude seemed to be that teaching was the same whether one was working with pupils aged 4 or 94-- 53 percent disagreed with the suggestion that teachers working with adults might benefit from the study of adult learning and adult psychology. (author/aj)

SECONDARY TERMS: research, teacher role, doctoral theses, adult education programs, Wyoming,

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AC 000 620 I ADULT TEACHERS AND THEIR STUDENTS, A STUDY OF EXPECTATIONS, GOALS, AND BEHAVIOR OF TEACHERS AND STUDENTS PARTICIPATING IN HIGHER ADULT EDUCATION. Summary. Lennard, Henry L. * and others. New School for Social Research, New York. Grant-1738 Revised-5-0072 65 23p.

TERMS: *participant characteristics, *participant satisfaction, *adult teaching, *program attitudes, *higher adult education,

ABSTRACT: A study undertook to examine and compare participants and teachers in liberal adult education in terms of social characteristics, reasons for participating, objectives and goals, participation in relation to other involvements, and sources of satisfaction derived from participation. Four university adult education programs with diverse institutional characteristics were studied. Sampling procedures sought to obtain representative teachers by field and duration in adult teaching. Students were those participating in classes of the selected teachers. Students and teachers completed an initial questionnaire. A longitudinal study was carried out in greatest depth at The New School. Questionnaires were developed from analysis of interviews with teachers and students. Attendance data and classroom observation were other sources of data. The findings are reported in detail and discussed in relation to the problems of student dropout rate, discrepancy between students' and teachers' definitions of student role, absence of a professional community among teachers of adults, and the desire among teachers to innovate and experiment educationally. (ja)

SECONDARY TERMS: social characteristics, adult dropouts, educational objectives, questionnaires, longitudinal studies, research, attendance, university extension, New School for Social Research, New York Univ., Univ. of Calif., Tulane Univ.,

AC 000 672 E ADULT AND EXTENSION ART EDUCATION, DISCUSSIONS OF PROBLEMS IN A GROWING FIELD. Kohlhoff, Ralph, ed. * Reis, Joseph, ed. Wisconsin. Univ., Madison. University Extension. 66 EDRS PRICE MF-$0.18 HC-$2.64 66p.

TERMS: *adult education, *art education, *program development, *visual arts, program evaluation, educational objectives,

ABSTRACT: Papers by 11 extension educators discuss criteria and standards in visual arts education, the scope and nature of art extension programs, training procedures and standards for educators, topics calling for research (e.g., readiness, psychological environment, methodology, program evaluation, and adult characteristics as manifested in art activities), educational objectives and values and elements of planning such as audience identification, staff selection, facilities, and budgeting. The broad scope of visual arts education requires honest, meaningful activities relevant to social and personal aspects of daily living and to forces molding contemporary society. The training and personality of extension personnel should be related to various community and educational programs, and should equip them to promote and develop "visual literacy" and to provide adult students with an awareness of the interaction of art with all facets of life. Finally, knowledge of underlying values and purposes is needed in order to plan and evaluate intelligently, teach effectively, gain financial support, and meet genuine needs. Document includes footnotes. (ly)

SECONDARY TERMS: socioeconomic influences, adult educators, research needs, university extension, professional training, rural extension, criteria,

AC 001 403 E PREDICTION OF ADULT EDUCATORS' ATTITUDES TOWARD INSTITUTIONAL CHANGES. FINAL REPORT. Apel, John D. Chicago Univ., Illinois. BR-6-8075 U.S. Office of Education. Bureau of Research. APR 67 OEC-3-6-068075-0843 EDRS PRICE MF-$0.09 HC-$1.00 25p.

TERMS: *attitudes, *adult educators, *organizational change, *prediction, *educational programs, behavior theories, behavior patterns,

ABSTRACT: Maintaining flexibility in educational programing, necessary to meet the changing needs and social problems of the adult student, calls for staff members' willingness to adapt to change. Thus, predicting the attitudes of adult educators toward institutional change is a significant concern. This research tested the notion, drawn from psychological, sociological, and administrative theory, that an individual's personality or value system is a less adequate measure of his attitude toward change than is his perception of the effects of change on his personal interests and institutional goals. Data, collected by means of a questionnaire administered to 406 staff members of the University of Missouri Extension Division, were analyzed statistically by factor analysis. The Rokeach Dogmatism Scale was the personality dimension. Results indicated that, while attitude toward change in general may vary from person to person, most people consistently react in different ways to different changes rather than automatically rejecting or accepting all change. The relative importance each attaches to different aspects of the "goodness" or "badness" of each change is paramount. (aj)

SECONDARY TERMS: factor analysis, dogmatism, personality studies, adoption(ideas), university extension, research, statistical data, personal values, predictive validity, Rokeach Dogmatism Scale, University of Missouri,

AC 001 309 E PROGRAM TO TRAIN TRADE UNIONISTS AND CAP STAFF WORKERS AS COMMUNITY ACTION TRAINERS, CURRICULUM AND SCHEDULE. Industrial Union Council, AFL-CIO. New Jersey Community Action Training Institute. Rutgers. The State Univ. Labor Education Center. 67 EDRS PRICE MF-$0.09 HC-$1.36 34p.

TERMS: *training techniques, *change agents, *community action, *poverty programs, *curriculum, union members, subprofessionals,

ABSTRACT: Objectives of the ten-day residential training program held in June 1967 were--to understand the role of the trainer, to develop skills and knowledge in working with groups and in implementing community action training programs, to heighten self-awareness, to learn to apply force field analysis to problem solving, to interpret labor's position in social programs, to investigate anti-poverty legislation and causes of poverty, and to test new methods of training non- professionals as trainers. The curriculum was to include group discussion, films, role playing, and analyses of decision making and program evaluation and review techniques. Visits to manpower projects were planned, and sessions on research techniques and resources, on the nature of state governments' political and economic power, and on the role of labor in improving urban housing and education and in civil rights. Participants were to evaluate the training program. As a final exercise each participant would organize the project he planned to implement within his community. The residential phase of the program was to be followed by bi-weekly, structured, all-day seminars in which field project experiences would be reviewed. (aj)

SECONDARY TERMS: leadership training, training objectives, political issues, field trips, films, research methodology, group discussion, role playing, decision making skills, program evaluation, program planning, program descriptions, labor unions, New Jersey Community Action Training Institute, Rutgers Labor Education Center,

AC 001 321 E TRAINING PROGRAM OF COMMUNITY AIDES FOR ADULT EDUCATION IN ELIZABETH, NEW JERSEY. EVALUATION REPORT. Scientific Resources, Inc., Union, N.J. OCT 66 DOCUMENT NOT AVAILABLE FROM EDRS. 55p.

TERMS: *program evaluation, *culturally disadvantaged, *community action, *indigenous personnel, *leadership training, poverty programs,

ABSTRACT: In Elizabeth, N.J., where the socially disadvantaged live in high density housing, Scientific Resources Inc. recruited and trained eight indigenous people to serve as adult educational aides in a six-month project designed for the New Jersey Community Action Training Institute. Six aides, aged from 18 to 48 with ninth grade to college education, completed the training and four were immediately employed in poverty programs. The training program included field work, T group sensitivity training, clerical skills training, and creativity training based on theater arts, and a community newspaper. Although problems were encountered, the program illustrates that the disadvantaged when trained, are an excellent untapped source of poverty personnel. Future programs should locate training centers in store fronts, involve professionals and nonprofessionals in joint training seminars, pay higher stipends to aides, be flexible to use all community agencies, and carry on continuous evaluation. Appendixes include an attendance chart, present employment status of aides, and the training syllabus. (This document is available from Scientific Resources Inc., 1191 Morris Ave., Union, N.J.) (aj)

SECONDARY TERMS: urban areas, participant characteristics, community programs, teacher aides, sensitivity training, skill development, creative dramatics, field instruction, recruitment, field experience programs, creative activities, training techniques, Elizabeth New Jersey, Scientific Resources Incorporated,

AC 000 064 E TYPES OF JOBS IN COMMUNITY DEVELOPMENT. Summary of a report of a reconnaissance study made under the auspices of the Department of Community Development, University of Missouri, 1965. Dunham, Arthur. Missouri Univ. Dept. of Regional and Community Affairs. OCT 66 32p.

TERMS: *job analysis, *community development, *professional training, *personnel, developing nations, surveys, statistical data,

ABSTRACT: A study was made of (1) the nature, variety, and number of community development jobs, (2) the relation of the findings to training, and (3) the possible need for a more comprehensive study. A hypothetical job classification was devised consisting of administrators, supervisors, consultants, field representatives, program planners or directors, teachers or trainers, researchers, subject-matter specialists, front-line workers, youth workers, and workers with women. Questionnaire responses from 18 agencies in the U.S.A. and abroad suggested a revised scheme -- administrators, specialists (teacher/trainer, researcher, subject-matter specialist), and front-line workers (village workers, community consultants, urban community workers). Most community development workers come from other disciplines, professions, and vocations, and must have special training. They should be surveyed concerning education, previous work experience, rated skills, and present responsibilities. An international study and a more detailed U.S.A. study should be made. (Document includes appendixes and 4 tables). (ly)

SECONDARY TERMS: administrative personnel, specialists, instructional staff, consultants, adult educators, research needs, models, occupational information, qualifications,

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AC 001 252E INSERVICE TRAINING COURSE FOR INSTRUCTORS OF MDTA CLASSES (Teacher's guide, 1967). New York State Educ. Dept. Bur. of Cont. Educ. Curriculum Dev. 67 EDRS PRICE MF-$0.09 HC-$1.40 35p.

TERMS: *teaching guides, *vocational training, *inservice teacher education, *teaching techniques, records (forms), student teacher

ABSTRACT: This guide was planned primarily for use in the schools of New York State to familiarize an instructor with the Manpower Development and Training Act (MDTA) and to give him knowledge of teaching techniques for MDTA courses. The emphasis is placed on the practical aspects of the MDTA and the practical aspects of teaching, rather than on discussions relating to intricacies of the law or theories of teaching. The guide consists of two parts. The focus of Part One is on the Act as it relates to the trainee -- including discussions of the duration of training, the training allowance, and limitations on the allowance. Part Two provides a topical outline geared to the requirements of teaching an MDTA course. Included in the appendix are sample forms for reporting on MDTA classes -- training certification, requests for allowances, trainee termination, equipment purchased, and weekly reports. (sm)

SECONDARY TERMS: relationship, lesson plans, program content, curriculum planning, unemployed, instructional materials, instructional aids, testing, student records, training allowances, New York State, MDTA,

AC 000 927*I FACTORS RELATED TO THE EFFECTIVENESS OF TEACHERS OF SHORT-TERM ADULT VOCATIONAL COURSES (Ed.D. thesis). Jones, Charles I. Florida State Univ., Tallahassee. 20 APR 67 179p.

TERMS: *adult vocational education, *adult teaching, *behavior change, *teaching styles, *evaluation, participant satisfaction, teaching quality,

ABSTRACT: The correlation between selected characteristics of teachers of short-term vocational courses and changes in the behavior of the participants was studied. Three courses in which both verbal and manual skills were taught provided information on 44 teachers and 519 adult students. The topics of study were arc welding small engines and tractor maintenance. Student verbal gain, manual gain, satisfaction, and persistence were measured and correlations obtained with teachers' demographic characteristics and teaching styles for each course separately and for all courses combined. Findings were that teachers' knowledge of subject matter was significantly correlated with student verbak and manual gain. The latter was significantly positively correlated with verbal gain, and significantly negatively correlated with satisfaction. It was recommended that scores on tests of specific skills development should be a major factor in the certification and selection of teachers of adult vocational courses when student verbal and manual gains are program objectives. Includes 32 tables and 109 references. (author/ja).

SECONDARY TERMS: verbal learning, psychomotor skills, doctoral theses, research,

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AC 001 398 E ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE (Jul 10-28, 1967). Fitzgerald, Hunter. California Univ., Los Angeles. University Extension. U.S. Office of Education. Division of Adult Education. National University Extension Association, Washington. 67 EDRS PRICE MF-$0.18 HC-$2.60 65p.

TERMS: *inservice teacher education, *adult basic education, *administrative personnel, *institutes (training programs),

ABSTRACT: The 1967 Western Region Teacher Training Institute at California Polytechnic State College was designed to provide training for administrators and teachers of Adult Basic Education (ABE) programs in six states. The Institute focused on five broad areas--understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into elementary education or English as a Second Language interest groups, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied. In the Administrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both institutes observed and taught in ABE classes in Los Angeles. Recommendations for future workshops were--conduct separate workshops for rural and metropolitan ABE programs, provide for a more consistent method of participant selection, select staff associates from previous institute participants, and separate administrator and teacher institutes. (aj)

SECONDARY TERMS: *adult educators, program content, evaluation, workshops, instructional materials, teaching methods, elementary education, English (second language), California,

AC 001 409 E ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS (1967 revision). Wheeler, Hubert. Missouri State Board of Education. Publication-134-G
67 EDRS PRICE MF-$0.27 HC-$6.04 151p.
TERMS: *adult basic education, *course content, *teaching guides, *instructional materials, *teaching techniques, mathematics,

ABSTRACT: Compiled as an idea and information guide for teachers of adult basic education, this document includes detailed teaching objectives, methods, and materials (films, filmstrips, books, transparencies). The course includes (1) reading and communication skills--phonics, vocabulary, reference, and so on, (2) social studies--government, geography, history, world affairs, citizenship, economics, social and political problems, (3) mathematics--computation, fractions, measurement, geometry, basic algebra, and (4) science--health and safety, biology, and physical science. Each learning objective is reinforced with suggested practical and common experience applications. Among the suggestions for successful classroom learning experiences are--individualized study, creation of informal and friendly classroom climate, dramatic presentation of material, utilization of programed material and technological devices, and inclusion of socialization opportunities in instructional procedures. Lists of achievement, diagnostic, reading readiness, and aptitude and interest tests are included. (The document includes a bibliography) (pt)
SECONDARY TERMS: educational objectives, science instruction, communication skills, reading, social studies, citizenship, classroom environment, achievement tests, aptitude tests, interest tests, reading readiness tests, diagnostic tests (education), learning motivation, educationally disadvantaged, testing,

AC 001 394 E ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS AND TEACHER TRAINERS. National Association for Public School Adult Education. APR 67
DOCUMENT NOT AVAILABLE FROM EDRS 212p.
TERMS: *adult basic education, *teacher education, *teaching techniques, *illiterate adults, *psychological characteristics, manuals,

ABSTRACT: A teacher training manual developed in three adult basic education workshops sponsored by the National Association for Public School Adult Education (NAPSAE) outlines a scheme applicable both to trainees and to their disadvantaged clientele. Teacher training methods include role playing, talks by experts, demonstrations and exhibitions, field trips, films, small group discussion, work groups, and individual study. The adult basic curriculum includes reading skills, language arts, and concepts in mathematics, citizenship, family and community life, and adjustment to the working world. To cope with such problems as low student motivation and self-image, economic and cultural deprivation, fear and hostility, and values and behavior at variance with middle-class and upper-class norms, the teacher needs above average resourcefulness and human understanding, and must develop skill in selecting and using printed materials (notably the major sequential literacy systems), audiovisual aids, classroom techniques, counseling activities, and standardized tests. In working with non-English-speaking adults, oral teaching should be stressed. (The document includes a sample one-week training session, evaluation sheets and other forms, suggested activities and resources, six appendixes, and numerous references.) (This publication is available, for $5.00, from NAPSAE, 1201 Sixteenth Street, N.W., Washington, DC. 20036) (ly)
SECONDARY TERMS: adult educators, disadvantaged groups, student attitudes, adult learning, instructional materials, audiovisual techniques, curriculum, testing, tests,

(over)

AC 001 325 E SYLLABUS FOR ADULT EDUCATION PROGRAMS FOR TEACHERS OF DISADVANTAGED (ed. 444G). Richardson, William * Shelton, Donald. Oregon College of Education, Monmouth. NOV 66 EDRS PRICE MF-$0.18 HC-$2.84 71p.

TERMS: *adult basic education, *curriculum guides, *adult educators, *disadvantaged groups, *bibliographies, adult learning,

ABSTRACT: Broad topics covered in the syllabus for teachers of adult basic education are--the introduction to the course, definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), adult learning process (motivation, objectives, types of teachers needed, teaching techniques), counseling and guidance (basic principles, responsibility of staff members for counseling, testing), adult education development and history, adult education program (types of programs, legislation, migrant adult education), introduction to adult basic education curriculum (development of basic and intermediate skills), vocational education (types of programs and materials used), and general educational development testing program and certificate of equivalency (uses and preparation for tests) including future trends in adult education. The extensive bibliography includes teacher materials, student materials, and films and filmstrips. (aj)

SECONDARY TERMS: learning motivation, guidance counseling, vocational education, testing, correspondence courses, tutoring, teaching techniques, migrants, teacher characteristics, adult characteristics, reading, language skills, mathematics, citizenship, family life, minority groups, films, filmstrips,

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AC 000 005E ED 010 677 BASIC EDUCATION TEACHERS, SEVEN NEEDED QUALITIES--Stanislaus County Multi-Occupational Adult Training Project, Teacher Characteristics, Report 4.1. Pearce, Frank C. Modesto Junior College, Modesto, Calif. Adult Division. SEP 66 EDRS PRICE MF-$0.09 HC-$0.72 18p. mimeo.

TERMS: *adult basic education, *teacher characteristics, *teacher attitudes, *teacher evaluation, *effective teaching, research,

ABSTRACT: A study was made by Modesto Junior College at the New Hope Adult Retraining Center, part of the Modesto Multi-Occupational Project under the Manpower Development and Training Act, in which trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher. Student opinions were obtained through group discussion, brainstorming, and questionnaires. Depth interviews were conducted with the teachers using a case history approach. Teachers and administrators described a hypothetical teacher. The study showed that maintaining respect for the student is of primary importance. The teacher must have understanding, flexibility, patience, humor, practicality, creativity, and preparation. An interview schedule was designed for screening potential teachers. It includes background information and a measurement of attitudes by the applicant's reaction to set situations and to a series of position statements. 8 refs. (ja)

SECONDARY TERMS: interviews, teacher selection, questionnaires, administrator attitudes, student opinion, teaching skills,

AC 000 083 E
ED 011 359 STYLE OF ADULT LEADERSHIP AND PERSONAL CHARACTERISTICS DESIRED IN AN ADULT LEADER BY LOW SOCIO-ECONOMIC RURAL YOUTH (Ph.D. thesis). Apps, Jerold W. Wisconsin. Univ., Madison. 67 221p.
TERMS: *rural youth, *leadership qualities, *leadership styles, *adult leaders, *role perception, youth programs, recruitment,

ABSTRACT: The purpose of this study was to determine factors related to the recruitment and training of volunteer adult leadership for work with lower socioeconomic rural youth in university extension youth programs. Specifically, the study was concerned with comparing rural youth of different socioeconomic statuses as to their perception of personal characteristics in an adult leader, and style of adult leadership desired. The sample was 5th through 8th grade youth, 176 of lower socioeconomic status, and 174 of higher socioeconomic status. Socioeconomic status was measured by education and occupation of the head of the house, and family possessions. Style of leadership was determined by asking the youths to select either a democratic, laissez-faire, or authoritarian type of leader. Personal characteristics were determined by the youths' description of what they wanted in a leader, six categories being provided -- skills and talents, social skills, kindness and helpfulness, respect for young people, physical characteristics, and authoritativeness. The conclusions revealed that rural youth, regardless of status, wanted the personal characteristics of kindness and helpfulness, and a democratic style in an adult leader. Other conclusions were based on differences in age, sex, grade level, and socioeconomic status of the rural youth. (pg).
SECONDARY TERMS: socioeconomic status, extension education, research, volunteers, leadership training, individual characteristics, doctoral theses, 4 H clubs, Cooperative Extension Program, Wisconsin,

AC 000 952*I RETENTION OF PART-TIME TEACHERS IN PUBLIC SCHOOL ADULT EDUCATION PROGRAMS (M.A. thesis). Beck, Kenneth N. Chicago Univ. JUN 65 61p.
TERMS: *public school adult education, *part time teachers, *personnel policy, *staff development,

ABSTRACT: Directors of public school adult education programs have difficulty in retaining staff and have been unable to alleviate the problem simply by increasing salaries. This study aimed to determine major causes of the turnover of staff. A random sample of 3 groups of male teachers of adults in a suburban Illinois school system was chosen to complete a questionnaire based on categories of social, economic, political, personal and theoretical values. A group of 11 inexperienced teachers, a group of 11 experienced teachers, and a group of 12 former teachers were chosen. A comparison of questionnaire data from teachers and interview data from the director was also made. Some of the findings--importance of freedom in the classroom, imparting and seeking knowledge, and political values--suggest that leaders in public school adult education might stress values other than economic in recruiting campaigns, promotion and status have an important bearing on retention of part-time staff, and the director, although permitting freedom within the classroom, should institute inservice training programs which pertain to both theoretical and social values. There are tables, appendixes, and 36 references. (author/sm)
SECONDARY TERMS: questionnaires, job satisfaction, inservice teacher education, investigations, masters theses, Illinois,

AC 000 763 E MEASUREMENT AND CLASSIFICATION OF TEACHER ATTITUDES TOWARD ADULT ILLITERATES.
ED 011 631 Johnson, Raymond L. * and others. 67 EDRS PRICE MF-$0.09 HC-$0.44
11p.
TERMS: *illiterate adults, *teacher attitudes, *changing attitudes, *adult basic education, *measurement instruments, negroes,

ABSTRACT: As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report demonstrates how the member components of clusters may be represented as a simple closed structure called a circumplex. Cluster analysis and the construction of a circumplex are used with group data obtained from a class of 23 young Negro women teacher trainees in adult basic education. This method is also appropriate for intensive study of a single subject. Each trainee completed a 100 item attitude scale at the beginning of a 1 week orientation and training course and again at the end of the course. Respondents' judgment for each item was made on a 7 point bi-polar "true or false" scale, with intervals numbered consecutively from 1 through 7. This report includes the detection of clusters, the construction of the circumplex, the attitude scale used, and circulant correlation matrices. (aj)
SECONDARY TERMS: females, attitude tests, research, tables (data),

AC 000 880 C PROFESSIONAL PREPARATION IN LITERARY EDUCATION. (Reprint from Jounrnal of teacher education/290-293, Sep 1965).
Cortright, Richard W. 65 4p.
TERMS: *illiterate adults, reading instruction, *remedial reading programs, *teacher education, *literacy education, graduate study, *higher education,

ABSTRACT: College training programs for specialists in literacy education are reviewed.

AC 001 324JE ADMINISTRATIVE CLIMATE (Special issue of Journal of cooperative extension, 5(1)/7-64, Spr 67). Bruce, Robert L. * and others. SPR 67 DOCUMENT NOT AVAILABLE FROM EDRS 58p.

TERMS: *organizational climate, *administrator role, *task performance, *motivation, *leadership styles, feedback, psychological needs,

ABSTRACT: In the Cooperative Extension Service, styles of leadership profoundly affect the quality of the service rendered. Accordingly, major influences on administrative climate and employee productivity are examined in essays on (1) sources of job satisfaction and dissatisfaction, (2) motivational theories based on job-related satisfactions and needs, identification with organizational goals, the Maslow hierarchy of psychological and other needs, and attitudes, (3) the nature, requirements, problem areas, and variables of administrative feedback, (4) the contrasting leadership styles of administrative managers (usually embroiled in day to day organizational decision-making) and administrative leaders (oriented to long-range planning and goal setting), and (5) the value of the counseling approach (face to face exchange of ideas, opinions, and feelings in a friendly atmosphere) in educating Extension personnel and clients. (The document also includes the case history of a successful Ohio Cooperative Extension workshop on means of improving instruction.) (This journal issue is available, for $1.50, from Journal of Cooperative Extension, 107 Agricultural Hall, University of Wisconsin, Madison, Wisconsin 53706.) (ly)

SECONDARY TERMS: teaching methods, inservice education, workshops, administrative policy, leadership training, administrative personnel, individual counseling, work attitudes, professional training, extension agents, quality control, employer employee relationship, Cooperative Extension Service,

AC 000 933*I A STUDY OF NORTH CAROLINA EXTENSION STAFF MEMBERS' EXPECTATIONS OF THE ROLE OF THE COUNTY EXTENSION AGENTS (M.S. thesis). Peters, John M. North Carolina State Univ., Raleigh. N. C. Agricultural Extension Service, sponsor. JUN 66.

TERMS: *extension agents, *leadership responsibility, *behavior,

ABSTRACT: This study dealt with the delineation of behaviors that ideally ought to constitute the role of the County Extension Agent. It tried to determine the relative importance that Extension staff members assign to various behaviors included in a model of the County Agent's role, and the extent to which selected personal factors were associated with staff members' expectations of the Agent's role. Based on an intensive review of literature, a role model consisting of 30 suggested behavioral attributes was developed with the assistance of a panel of extension training leaders, directors, and adult education professors. The behavioral attributes are incorporated into a mail questionnaire used to collect data from 175 county and state staff members of the North Carolina Cooperative Extension Service. An analysis of staff members' responses revealed a high degree of importance assigned to each of 30 behaviors described in the model. Staff members felt that a lack of competence in the behaviors would seriously limit the agent's professional effectiveness. Staff members' responses to the model differ according to position held, major area of responsibility, tenure in position, membership in professional organizations, degree held, and content area of degree. (author/sm)

SECONDARY TERMS: models, professional competence, educational level, personnel data, masters theses, questionnaires, investigations, North Carolina, Cooperative Extension Service,

AC 001 087 C EVALUATION OF INDUCTION AND EARLY TRAINING OF NEW ASSISTANT AGRICULTURAL AGENTS IN NEW YORK EXTENSION SERVICE (Extension study, 7). Alexander, Frank D. Cornell Univ., Ithaca. New York Extension Service. Oct 64 91p.

TERMS: *evaluation, *extension agents, *inservice training, *participant satisfaction, *rural extension,

AC 000 769 I JUNIOR ASSISTANT HOME ECONOMICS AGENTS IN KANSAS, AN EVALUATION OF THE KANSAS PRESERVICE TRAINING PROGRAM. Kemp, Phyllis E. Kansas State Univ., Manhattan. Extension Service. ES-3 APR 67 22p.

TERMS: *preservice education, *home economics education, *program evaluation, extension agents, females, questionnaires,

ABSTRACT: To investigate the effectiveness of the Kansas preservice training program, a pre-post test study was conducted using 13 women college students. These girls had applied to participate in the program, most were from rural Kansas, and all but 1 had had 4-H experience. According to the "Cornell Level of Living Scale," most of the girls were from a high middle income group. The test based on methods, terms, and general knowledge of the extension programs was given at the beginning of the program and again at the end of the 9 week period (2 weeks of seminars at Kansas State Univ. with 7 weeks of field training). All but 1 of the girls increased her score on the post-test, indicating some increased understanding resulting from the training program. A critical ratio was employed and the resulting ratio of 14.01 was significant beyond the .01 level. No systematic evaluation of the application of knowledge was attempted, but from supervisors' reports it can be concluded that the girls did apply some knowledge, especially of methods. (aj)

SECONDARY TERMS: investigations, participant characteristics, Kansas,

AC 000 954*I WHAT MOTIVATES EDUCATORS TO IMPROVE? (IN Minnesota Science, 23, Mar 1967, pp.10-12). Swanson, Harold B., Carter, G. L., Jr. Minnesota Agricultural Experiment Station, sponsor. W. K. Kellogg Foundation, sponsor. MAR 67 3p/ Funding $3000

TERMS: *extension agents, *professional competence, *motivation, *professional continuing education,

ABSTRACT: A study was conducted at the University of Wisconsin to determine factors motivating Minnesota county agricultural extension agents toward professional improvement through graduate work and on the job efforts. One questionnaire was mailed and one administered in a group situation. All Minnesota agents but 2 participated. Forty percent had worked toward or earned an M.S. degree, and the same percent were highly motivated to do additional graduate work. Seventy-five percent were highly motivated to improve themselves professionally by other means. As factors motivating them toward professional improvement, agents perceived local groups, improved income, promotion, self-satisfaction, and desire to provide better service. Discouraging factors were local and family opposition to the time involved, difficulties in getting away from their jobs, schooling costs, interruption of the job, need for help in work, and pressure of time. The study shows that communities need to (1) accept the idea that educators must continually improve their competency, (2) recognize the costs to the educator of keeping up to date, and (3) encourage the educator to develop professionally through acceptance and assurance that development will be rewarded. (author/ja)

SECONDARY TERMS: graduate study, educational interest, educational needs, Minnesota,

AC 000 875 I AN ANALYSIS OF THE ASSOCIATION OF SELECTED FACTORS TO JOB PERFORMANCE OF COOPERATIVE EXTENSION AREA-SPECIALISTS (Summary of Ph.D. dissertation). Woeste, John T. Wisconsin Univ., Madison. Kellogg Foundation, sponsor. S. & H. Foundation, sponsor. JAN 67 17p. Funding $6,000, $10,000.

TERMS: *extension agents, *job performance, *job analysis, *specialists, *investigation individual characteristics, interviews,

ABSTRACT: Cooperative Extension Service's staff includes area specialists who are given more specialized assignments and larger geographic areas to serve than are county agents. This study measured job performance of 13 selected subject specialists in Kentucky and Indiana and 6 county agents in Indiana, who prepared reports using work sampling techniques to give about 350 randomly selected observations each. An interview followed. Findings -- the job performance of area specialists is distinctly different from that of county agents and greater understanding of respective duties and responsibilities and more contact between them is needed, specialization in decision making exists in Extension organizations and can be placed on a continuum from completely programmed to unprogrammed, professional personnel are spending time on tasks which could be performed by others, size of area served affects job performance but source of financing does not, inservice training and orientation should reflect differences in staff specialization, and job performance of Extension field personnel can be measured and analyzed through the use of self-reporting work sampling. (aj)

SECONDARY TERMS: organizational characteristics, work sampling, rural extension, statistical analysis, methodology, Cooperative Extension Service, Kentucky, Indiana,

AC 000 928*I JOB SATISFACTION OF SELECTED NORTH CAROLINA COUNTY AGRICULTURAL EXTENSION AGENTS (M.S. Thesis). Tart, Jimmy C. North Carolina State Univ., Raleigh. 25 AUG 66 126p.
TERMS: *extension agents, *job satisfaction, *personnel data, *individual characteristics, *work attitudes,

ABSTRACT: A study was made to determine sources of and factors associated with job satisfaction and dissatisfaction of selected county agricultural extension agents in North Carolina. A 46-item opinion instrument was developed and mailed to selected present and former agents. Mean weighted scores and standard deviations were computed on each item in the nine factors for each of the two agent groups. Agents expressed satisfaction in the six factors of recognition, responsibility, supervision, achievement, working conditions, and salary and fringe benefits. Agents expressed dissatisfaction in advancement and organizational policy and administration, and neutrality in the factor of the work itself. Seven of the individual characteristics, years of employment, major area of responsibility, participation in graduate study, other positions held, 4-H membership, years of 4-H membership, and status of employment, were significantly associated with 7 of the 9 factors. Two factors, supervision and working conditions, and one general characteristic, positional aspiration, were not significantly associated with job satisfaction. Includes 37 tables and 14 references. (author/ja)
SECONDARY TERMS: rural extension, educational level, working conditions, North Carolina,

AC 000 068 I A STUDY OF 4-H CLUB LEADERS; PERCEPTION OF THEIR LEADERSHIP RESPONSIBILITIES IN WARREN COUNTY, NEW YORK (M.A. Thesis in Adult Education). Chaplin, Glenn D. North Carolina State Univ., Raleigh. 66 93p.
TERMS: *youth clubs, *leadership, *role perception, *adult leaders, *self evaluation, self concept, investigations, masters theses,

ABSTRACT: The purpose of this study was to determine the perception that local 4-H Club leaders have of 36 leadership responsibilities comprising a role model, and the extent to which selected factors were associated with leaders' perceptions. A mail questionnaire was used to collect data from all 4-H leaders who had served at least one year in the Warren County 4-H program. Seventy percent of the possible leaders responded. Results showed that all 36 responsibilities were accepted and implemented by the leaders, with varying degrees of competence and importance assigned to each responsibility. Leaders assigned greater importance to teaching and self-improvement responsibilities, than to those associated with organization, supervision, and promotion. Seven hypotheses were formulated to test the extent to which selected factors were associated with leaders' perceived performance of their leadership role. (author/ly)
SECONDARY TERMS: 4 H clubs, Cooperative Extension Service, New York,

AC 001 103 E STUDY OF FIRST-YEAR 4-H CLUB LEADERS IN NEW YORK STATE, TENURE, CHARACTERISTICS OF LEADERS AND EVALUATION OF JOB PERFORMANCE BY 4-H AGENTS (Extension study no. 12 and supplement). Alexander, Frank D. New York State Univ. College of Agric. at Cornell. New York State Univ. College of Home Ec. at Cornell. MAR 66 EDRS PRICE MF-$0.45 HC-$11.04 276p.

TERMS: *youth leaders, *task performance, *job analysis, *job tenure, *participant characteristics, rural extension,

ABSTRACT: To determine the factors related to first-year 4-H leaders' continuing in or dropping out of 4-H work and to analyze relationships among characteristics of a sample of first-year 4-H leaders and the evaluation by their 4-H agents of jobs performed and not performed, in 1961 questionnaires and personality tests were given to 527 first-year 4-H leaders in New York who were part of a Northeastern Regional sample. Questionnaires were also administered in 1961 and 1962 to 4-H agents in the counties from which the leaders came. Major personal characteristics of the sample are outlined and then related to tenure. Implications of the findings are relevant in training agents to train leaders. In the supplement, distribution of jobs according to the number of first-year 4-H leaders performing and not performing them, and the perceptions of 4-H agents and state leaders of 4-H leaders' jobs are presented in tables. Appendixes include questionnaires. (Document available from Office of Extension Studies, New York State Colleges of Agriculture and Home Economics, Contract Colleges of the State University at Cornell University, Ithaca, New York) (aj)

SECONDARY TERMS: statistical data, questionnaires, leadership training, extension agents, youth clubs, evaluation, role perception, 4 H clubs, Cooperative Extension Service, New York State,

AC 000 950*I A STUDY OF THE NORTH CAROLINA 4-H EXTENSION AGENTS' PERCEPTION OF THEIR ROLE IN THE 4-H COMMUNITY CLUB PROGRAM (M.Ed. thesis). Smith, Wayne P. North Carolina State Univ., Raleigh. MAY 67 97p.

TERMS: *role perception, *youth leaders, *extension agents, *youth clubs, *leadership responsibility,

ABSTRACT: Purposes of this study were to determine North Carolina 4-H agents' perception of their role in the 4-H community club program and to identify characteristics associated with their perception. Investigation was made of 37 tasks by grouping the tasks into 3 categories; planning, executing and evaluating. The instrument was administered by mail to 4-H Extension agents. There is consensus among 4-H extension agents on the 37 suggested tasks as constituting part of their role in the 4-Hcommunity club program, but diversity in their perception of the degree of importance and level of performance assigned to the tasks. Of the 3 phases, the 4-H agents assigned a higher degree of importance to the executing phase of 4-H community club work. Conversely, the agents designated a higher level of performance to the planning and evaluating phases than to the executing phase of the 4-H community club work. Several of the selected factors -- degree of satisfaction, size of county staff, time devoted to 4-H club work, and 4-H agents' perception of the 4-H position -- appear to be associated with the agents' perception. (author/sm)

SECONDARY TERMS: questionnaires, masters theses, investigations, 4-H clubs, self evaluation, task performance, North Carolina,

AC 001 244 E AN ANALYSIS OF A TRAINING PROGRAM FOR WASHINGTON'S NEW 4-H LEADERS (A graduate study summary). Havens, James E. Washington State Univ., Cooperative Extension Service. AUG 66 EDRS PRICE MF-$0.09 HC-$0.52 13p.

TERMS: *youth leaders, *leadership training, *program evaluation, *training techniques, group experience, occupations, research,

ABSTRACT: A representative group of 124 (10 percent) new 4-H leaders in Washington completed a pre-test questionnaire on material in a series of 6 pamphlets to be used in training sessions. An identical post-test administered by mail 3 months after the training program drew a 60 percent return. The study determined (1) some characteristics of new 4-H leaders attending training sessions, (2) their understanding prior to training of areas covered by the guide, (3) understanding after training, and (4) effects of sex, age, previous youth leadership experience, 4-H experience, occupation, residence, and education on the leader's Knowledge. New 4-H leaders scoring high on both pre-test and post-test had had previous volunteer youth leadership experience, had children in 4-H for 2 or more years, and were in professional occupations. Only those with some college indicated adequate knowledge 3 months after training. The 4-H leaders with most experience scored highest on the pre-test but lowest on the post-test. All groups showed a need for training. (Based on author's summary of special problems report, submitted for Master of Extension degree). (aj)

SECONDARY TERMS: educational background, masters theses, knowledge level, participant characteristics, 4 H clubs, Cooperative Extension Service,

AC 001 089 C TRAINING RECEIVED BY MARYLAND FIRST YEAR 4-H CLUB LEADERS (Pilot study). Smith, Clodus R. Maryland Univ. Dept. of Agricultural and Extension Education. 3462 Maryland Univ., Agricultural Experiment Station. 61 51p.

TERMS: *extension agents, *leadership training, *rural extension, *youth leaders, 4 H clubs,

AC 000 857MI THE ROLE AND TRAINING OF PROFESSIONAL AND VOLUNTEER ADULT EDUCATORS IN CZECHOSLOVAKIA (M.A. thesis). Kulich, Jindra M. British Columbia Univ., Vancouver. AUG 66 152p.

TERMS: *adult educators, *professional training, *professional education, *volunteer training, *program administration, adult education,

ABSTRACT: The organization, management, form, and content of the unique standard national training system for adult educators in Czechoslovakia and the role of the adult educator in the communist state are examined in this study. Full-time adult educators are trained at both the university and secondary technical levels. Three universities and 3 secondary librarianship schools have full departments of adult education offering full-time and extra-mural programs in general and adult education and related fields. Qualifications for full-time adult educators are prescribed by the central planning authorities but actual qualifications often do not correspond to the required standard. Volunteers are trained in a standard Basic Adult Education Course and advanced courses have been established on an experimental basis. The preparation of young intelligentsia to serve as volunteers is emphasized. The development of research in adult education suffered a serious setback between 1950-1956 but since 1958 has been revitalized. Recent developments indicate increasing professionalism in the field. (author/aj)

SECONDARY TERMS: personnel data, organization, qualifications, universities, university extension, research, masters theses, Czechoslovakia,

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AC 000 682 C TEACHERS AND TAUGHT, A SURVEY OF ADULT EDUCATION TUTORS AND STUDENTS. Dees, Norman * Parsons, David. Glasgow Univ. (Scotland) Dept. of Extra-Mural Studies. 64 34p.

TERMS: *adult educators, *surveys, *participant characteristics, *tables (data), Scotland,

AC 000 382 C THE UNIVERSITY AND ADULT EDUCATION (Report of a seminar at University College, Dar es Salaam, Tanzania, Jun 9, 1966). Lowe, John, * and others. Univ. Coll., Dar es Salaam (Tanzania), Institute of Adult Education. 66 14p.

TERMS: *adult educators, *developing nations, *educational trends, *university extension, Tanzania,

ABSTRACT: Topics covered in the seminar -- recent trends in adult education, adult education as an academic discipline, the role of universities in adult education, and the training of adult educators. A list of participants is included. (aj)

AC 001 246 I THE ROLE OF THE UNIVERSITY IN ADULT EDUCATION TRAINING (Report of a conference held at the University of Zambia, Department of Extra-Mural Studies, Dec 14-15, 1966). Zambia Univ., Lusaka. Dept. of Extra-Mural Studies. 66 100p.

TERMS: *university extension, *adult education programs, *professional training, *developing nations, *national programs,

ABSTRACT: Fifty-one representatives of government, the University of Zambia, and industry discussed the role of the University Department of Extra-Mural Studies in the affairs of the country. The consensus of the conference was that the university conduct research, act as an advisor to other agencies, and work with them in developing and evaluating training programs, that a sub-committee of the National Council of Education be formed to coordinate adult education activities, and that training courses be set up for teachers of extension workers, volunteers, prospective teachers, and those working in mass media. Correspondence courses should be backed by radio and residential programs. Subjects offered should include philosophy of adult education, teaching methods, program planning, comparative adult education, economics of development, language problems, and factors affecting adult learning. Other skills could be taught in conjunction with other institutions. Papers read and distributed at the conference, information on training courses in adult education, list of conference participants, and future trends in the department are included. (aj)

SECONDARY TERMS: business education agricultural education, role perception, vocational education, community development, literacy education, course content, womens education, program descriptions, correspondence courses, educational radio, residential programs, Zambia, Africa,

AC 000 576 C THE YOUTH CENTRE LEADERS HANDBOOK, A GUIDE FOR AFRICAN YOUTH WORKERS. Kiment, D.M. East African Literature Bureau, Kampala(Uganda). 62 66p.

TERMS: *leadership training, *youth clubs, *youth leaders, Kenya,

ABSTRACT: This handbook provides guidance to youth centre leaders, community development assistants, and others who are working in the comparatively new field of youth centres in Kenya. Appendix includes a bibliography, a specimen syllabus, and the constitution of the Kenya Association of Youth Clubs. (sm)

AC 000 349C TRAINING AGENTS OF SOCIAL CHANGE IN ISREAL, DEFINITION OF OBJECTIVES AND A TRAINING APPROACH (From Human organization, 25(1)/71-77, Spr 1966). Kahneman, D. * Schild, E. O. 66 8p.

TERMS: *social change, *change agents, *training, Israel,

AC 000 030E ED 011 093 STAFF DEVELOPMENT WORKSHOP ON ADULT TRAINING PROGRAMS (Report of proceedings, Ottawa, Mar 18-19, 1966). Canada. Dept. of Citizenship and Immigration, Ottawa (Ont.) 66 EDRS PRICE MF-$0.18 HC-$2.96 74p. Appendixes.

TERMS: *inservice training, *professional training, *adult educators, *administrative personnel, *vocational retraining, inservice

ABSTRACT: Reports from a staff development conference on adult training programs held in Ottawa, Canada, 1966. Participants included trade and occupational instructors, basic education instructors, and trainers in industry and technology institutes. The following topics were discussed -- the role of government, industry, professional organizations, and universities in adult training programs, responsibility for financial support, qualifications of administrators, qualifications of teachers, teacher training and certification, the need for upgrading and updating teachers in technical schools and industry, and the need for inservice training for vocational instructors. Recommendations were made on these topics from each of the working groups. (pg)

SECONDARY TERMS: teacher education, vocational teachers, industrial trainers, adult education programs, staff improvement, teacher selectinn, teacher evaluation, teacher qualification, teacher recruitment, financial support, teacher certification, Dept. of Manpower, Canada,

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AC 000 093 E SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS (Manuals on adult and youth education, 5). Hely, Arnold S. M. UNESCO, Paris (France). 66 EDRS PRICE MF-$0.09 HC-$2.00 50p.

TERMS: *literacy education, *teacher education, *teacher role, *national programs, teacher employment, volunteers,

ABSTRACT: Experiences of Jordan, Thailand, Viet-Nam, Ecuador, United Arab Republic, Philippines, Madagascar, Italy, Venezuela, Peru, India, Ghana, and Colombia in their recent experiments in training and employment of school teachers for adult literacy work and community education are analyzed to illustrate the effectiveness of their procedures. Generally 2 methods were used, both pointing to the need for increased numbers of literacy and adult education specialists -- (1) using existing teachers and other experts on a voluntary, part-time basis, and (2) training special adult educators or literacy experts who constitute a special section of the teaching profession. While persons trained in the teaching of adults are needed, the role of the school teacher should not be underestimated for he has the educational background and training, an access to parents through his contact with children, and is aware of community needs and eager to solve the educational, economic, human, and social problems in his environment. (aj)

SECONDARY TERMS: educational planning, developing nations,

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